

Anticipation Guide

Description

A productive way to assess students' familiarity with a topic or concept and to motivate active and purposeful reading is to use an Anticipation Guide. The Anticipation Guide, initially developed by Herber (1978), enhances students' reading comprehension by activating their background knowledge and experiences, focusing their attention on the important concepts or big ideas addressed in the selection, and encourages them to react to specific ideas in the text. This strategy is appropriate for both narrative and informational texts.

Students react to thought-provoking statements on the Anticipation Guide before they read. An important element of strategy is the discussion that takes place after students independently respond to the statements. This prereading discussion of responses elicits relevant background knowledge, preconceived ideas, and any possible misconceptions. Because the Anticipation Guide revolves around the reading selection's most important concepts, students are motivated to pay close attention to this information while reading.

After reading the selection, students return to their prereading responses to see if the text actually supports their initial responses. You may have students identify evidence to support their postreading responses to the Anticipation Guide statements. When students have completed their reading and revisited their initial responses, you may use the Anticipation Guide to anchor the postreading discussion, enabling you to evaluate how well students have understood the material and to make sure that misconceptions have been corrected.

Steps

1. Using the form provided, create an Anticipation Guide for the selection students will read. You may insert the statements provided in the Motivation note in the Annotated Teacher's Edition, add further statements, or create your own statements.

These statements should address key points, major concepts, and broad—possibly controversial—ideas students will encounter in the selection, rather than specific supporting details. They should be worded to provoke agreement or disagreement. The most effective statements are those about which students have some knowledge but do not necessarily have a complete or mature understanding. If appropriate, you might also include one or two statements that are likely to tap into glaring misconceptions about the topic. You might also consider planting a few important words from the selection or expressive vocabulary within your statements so that you have a focused opportunity to address them.

2. Copy the Anticipation Guide and distribute it to students. Read aloud each statement on the Anticipation Guide and clarify any potentially unfamiliar vocabulary. Tell students to react to each statement quietly and independently, formulate a response to it, and be prepared to defend their opinions.
3. If the ideas are fairly complex, place students with a partner or in small groups to discuss their reactions before debriefing as a unified class. They may indicate their consensus as a group in the "Group" column.

General Resources

© Pearson Education, Inc., publishing as Pearson Prentice Hall. All rights reserved.

4. Engage the unified class in a prereading discussion by reading each statement aloud and then asking for a hand count (or thumbs up or down) of responses. Call on students from each side of the issue to justify their responses. Refrain from telling them the correct response, thereby negating any incentive to actually read the text.
5. Have students read the selection, with the purpose of finding evidence that confirms, rejects, or elaborates on each of the statements in the Anticipation Guide.
6. After students finish reading, have them return to the statements to determine whether they have changed their minds regarding any of the presented ideas. Either independently or in small groups, have them locate the information from the text that supports or disproves each statement. Students may then rewrite any statement that needs to be altered based on what they have read.
7. Lead a unified class discussion of what students have learned from the reading, tackling one statement at a time and asking students first to share relevant information from the text and then their revision (if necessary) of the original statement.

Sources

- Buehl, D. (2001). *Classroom Strategies for Interactive Learning*. Newark, DE: International Reading Association.
- Herber, H. (1978). *Teaching Reading in Content Areas*, 2nd ed. Upper Saddle River, NJ: Prentice Hall.
- Readence, J.E., Bean, T.W., and Baldwin, R.S. (1995). *Content Area Reading: An Integrated Approach*, 5th ed. Dubuque, IA: Kendall/Hunt.
- Wood, K.D. (2001). *Literacy Strategies Across the Subject Areas: Process-Oriented Blackline Masters for the K-12 Classroom*. Boston: Allyn and Bacon.